

# U.S. DEPARTMENT OF EDUCATION

## *Office of Safe and Drug-Free Schools*

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### **Carol M. White Physical Education Program**

#### **Program Description**

The statute authorizes grants to local educational agencies and community-based organizations (which may include faith-based organizations) to pay 90 percent of the total costs of initiating, expanding, and improving physical education programs designed to assist students in making progress toward meeting State standards for physical education by providing funds for training and education of teachers and staff, and for equipment and support, to enable students in one or more grades from kindergarten through grade twelve, to participate actively in physical education activities.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- (1) Fitness education and assessment to help students understand, improve, or maintain their physical well-being;
- (2) Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, or social or emotional development of every student;
- (3) Development of, and instruction in, cognitive concepts about motor skill and physical fitness that support a lifelong healthy lifestyle;
- (4) Opportunities to develop positive social and cooperative skills through physical activity participation;
- (5) Instruction in healthy eating habits and good nutrition;
- (6) Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

#### **Program Authorization**

The Carol M. White Physical Education Grant Program is authorized by Section 5501 of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001.

#### **Available Funding**

The statute authorizes grants to local educational agencies and community-based organizations (which may include faith-based organizations) to pay 90 percent of the total costs of initiating, expanding, and improving physical education programs designed to assist students in making progress toward meeting State standards for physical education

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: September 30, 2004

#### **Contact Information**

Ethel Jackson, (202) 260-2812; email [Ethel.Jackson@ed.gov](mailto:Ethel.Jackson@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Innovation and Improvement*

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### **Charter Schools Program**

#### **Program Description**

The Charter Schools Program supports the planning, development, and initial implementation of charter schools. Charter schools provide enhanced parental choice and are exempt from many statutory and regulatory requirements. In exchange for increased flexibility, charter schools are held accountable for improving student academic achievement. The objective is to replace rules-based governance with performance-based accountability, thereby stimulating the creativity and commitment of teachers, parents, and citizens.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- States--and specifically their State Educational Agencies (SEAs)-- are eligible to compete for grants if they have a charter school law in place.
- The SEAs subgrant the funds to eligible applicants to provide financial assistance for the planning, program design, and initial implementation of charter schools.
- To support the dissemination of information about, and successful practices in, high quality charter schools.

#### **Program Authorization**

The Charter Schools Program is authorized by Title V, Part B, Subpart 1, Sections 5201 through 5211 of No Child Left Behind Act.

#### **Available Funding**

FY 2003 appropriation: \$200 million; 24 new awards, 98 continuation awards

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: Summer 2004

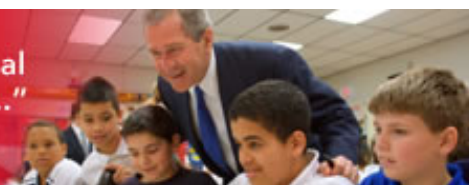
#### **Contact Information**

Dean Kern, (202) 260-1882; email [Dean.Kern@ed.gov](mailto:Dean.Kern@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Safe and Drug-Free Schools*

### **Comprehensive School Reform (CSR)**

#### **Program Description**

The statute authorizes grants to local educational agencies and community-based organizations (which may include faith-based organizations) to pay 90 percent of the total costs of initiating, expanding, and improving physical education programs designed to assist students in making progress toward meeting State standards for physical education by providing funds for training and education of teachers and staff, and for equipment and support, to enable students in one or more grades from kindergarten through grade twelve, to participate actively in physical education activities.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- (7) Fitness education and assessment to help students understand, improve, or maintain their physical well-being;
- (8) Instruction in a variety of motor skills and physical activities designed to enhance the physical, mental, or social or emotional development of every student;
- (9) Development of, and instruction in, cognitive concepts about motor skill and physical fitness that support a lifelong healthy lifestyle;
- (10) Opportunities to develop positive social and cooperative skills through physical activity participation;
- (11) Instruction in healthy eating habits and good nutrition;
- (12) Opportunities for professional development for teachers of physical education to stay abreast of the latest research, issues, and trends in the field of physical education.

#### **Program Authorization**

The Comprehensive School Reform Demonstration (CSRD) Program was established in appropriations language and accompanying conference reports in 1998. No longer a “demonstration” program, it is now known simply as the Comprehensive School Reform (CSR) Program, and it is expressly authorized through Title I, Part F of the reauthorized Elementary and Secondary Education Act (ESEA) signed January 8, 2002.

#### **Available Funding**

The statute authorizes grants to LEAs and community-based organizations (which may include faith-based organizations) to pay 90 percent of the total costs of initiating, expanding, and improving physical education programs designed to assist students in making progress toward meeting State standards for physical education

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: September 30, 2004

#### **Contact Information**

Ethel Jackson, (202) 260-2812; email [Ethel.Jackson@ed.gov](mailto:Ethel.Jackson@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Safe and Drug-Free Schools*

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### **Cooperative Civic Education and Economic Education Exchange Program**

#### **Program Description**

The legislation was developed to provide the necessary resources to improve the quality of civic and government education, to foster civic competence and responsibility, and to improve the quality of civic education and economic education through cooperative civic education exchange programs with emerging democracies.

#### **Purpose of the Program**

The purpose of the program is to:

1. Make available to educators in the United States and in emerging and newly developed democracies exemplary curriculum and teacher training programs in civic and government education;
2. Assist eligible countries in the adaptation, implementation, and institutionalization of such programs;
3. Create and implement civic and government education programs for students that draw upon experiences of the participating eligible countries;
4. Provide a means for exchange of ideas and experiences in civic and government education among political, educational, governmental, and private sector leaders;
5. Provide support for independent research and evaluation to determine the effects of these educational programs on student's development of essential knowledge, skills, and traits of character essential for the preservation and improvement of a constitutional democracy.

#### **Program Authorization**

The program is authorized under Title II, Part C, Subpart 3, Section 2345 of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001.

#### **Eligibility**

Eligible applicants are defined as organizations, in the United States, experienced in the development of curricula and programs in civic and government education for students in elementary and secondary schools in countries other than the United States. Primary participants in the Cooperative Civic Education and Economic Education Exchange Program are leaders in the areas of civic and government education, including teachers, curriculum and teacher training specialists, scholars in relevant disciplines, educational policymakers, and government and private sector leaders from the United States and eligible countries.

#### **Other Essentials**

- Estimated total 2004 funding: \$11 Million
- Estimated date(s) for competition: TBD
- Estimated award date: TBD

#### **Contact Information**

Rita Foy Moss, (202) 219-2027



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Innovation and Improvement*

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### **Credit Enhancement for Charter School Facilities Grant Program**

#### **Program Description**

Under the program the Department can award competitive grants to non-profit entities, public entities, and consortia of these two entities. These grants have not gone directly to charter schools; instead they have been awarded to public and non-profit entities that have a strong background in investment banking and serving charter schools.

#### **Purpose of the Program**

The program enhances the credit of charter schools to acquire, construct, or renovate school facilities. Grantees deposit their grants in a reserve account and then use the funds in that account for one or more of the following purposes:

- Guaranteeing, insuring, and reinsuring bonds, notes, and other debt used to finance charter school facilities.
- Guaranteeing and insuring leases or personal and real property.
- Facilitating charter schools' facilities financing by identifying potential lending sources, encouraging private lending, and other similar activities.
- Facilitating the issuance of bonds by charter schools, or by other public entities for the benefit of charter schools, by providing technical, administrative, and other appropriate assistance.

#### **Program Authorization**

The Credit Enhancement for Charter School Facilities Grant Program is authorized by Title V-B, Subpart 2 of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act

#### **Available Funding**

FY 2004 appropriation: \$100 million requested; 4-10 new awards anticipated.

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

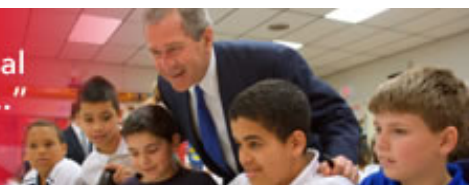
#### **Contact Information**

Jim Houser, (202) 401-0307; email [Jim.Houser@ed.gov](mailto:Jim.Houser@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Vocational and Adult Education*

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### **Community Technology Centers**

#### **Purpose of the Program**

The purpose of the Community Technology Centers (CTC) program is to assist eligible applicants to create or expand community technology centers that will provide disadvantaged residents of economically distressed urban and rural communities with access to information technology and related training. For FY 2003, the competition for new awards gave absolute priority to those applicants who focused on the academic achievement of low-achieving high school students. Thus, grant recipients must meet this priority as they use grant funds to create or expand community technology centers.

In 2003, the program changed significantly by changing its emphasis from adult education to secondary education and conducted two competitions. The first competition was a general competition open to general applicants as well as to novice applicants (the term “novice applicant” is defined in the regulations). Approximately 75% of the funds were awarded in the first competition. The second competition was open to novice applicants only with up to 25% of available funds awarded to them.

#### **Eligible applicants**

The following entities may apply:

- Community-based organizations
- State and local educational agencies
- Institutions of higher education
- Foundations, libraries, museums
- Public and private nonprofit organizations
- For-profit businesses, and consortia thereof

#### **Available Funding**

The Congress appropriated \$32 million for the program for 2003. The Department awarded approximately \$24 million in the first competition and \$8 million in the second competition. Funding for 2004 is dependent on Congressional appropriation.

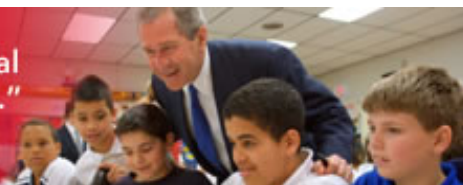
#### **Contact information**

The contact email address for this program is Karen.Clark@ed.gov. The CTC dedicated phone number is (202) 205-4238 and the web address is <http://www.ed.gov/fund/grant/apply/AdultEd/CTC/index.html>



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Safe and Drug-Free Schools*

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### **Elementary and Secondary School Counseling Program**

#### **Program Description**

The Elementary and Secondary School Counseling Program will provide funds to allow elementary schools to expand their capacity to provide counseling services and to identify model strategies, enhance knowledge of what works, and expand the inventory of effective counseling programs. The emphasis of the program is on counseling services that focus on prevention and early intervention services for elementary school students.

#### **Purpose of the Program**

The School Counseling Program is designed to establish or expand elementary school and secondary school counseling programs. The Secretary is authorized to give special consideration to applications that:

- Demonstrate the greatest need for new or additional counseling services among children in the schools served by the local educational agency, in part by providing information on current ratios of students to school counselors, students to school social workers, and students to school psychologists;
- Propose the most promising and innovative approaches for initiating or expanding school counseling;
- Show the greatest potential for replication and dissemination.

The Elementary and Secondary School Counseling Program will provide resources to enable schools to develop promising and innovative approaches for initiating or expanding elementary school counseling. This program will support the hiring and training of qualified school counselors, school psychologists, child and adolescent psychiatrists, and school social workers, for elementary schools; provide greater student access to beneficial counseling services; and help identify effective strategies for providing counseling services to elementary school students that show potential for replication and dissemination.

#### **Program Authorization**

The Elementary and Secondary School Counseling Program is authorized under the NCLB Act of 2001, Title V, Part D, Section 5421

#### **Available Funding**

Grants awarded for a period not to exceed 3 years and not exceed \$400,000 for any fiscal year.

#### **Other Essentials**

Grants are for 3-year project period.

Grants are capped at \$1 million per LEA; cap is raised to \$2 million for largest LEAs.

Open Competition Date: September 30, 2004

#### **Contact Information**

Loretta McDaniel, (202) 260-2661; email [Loretta.McDaniel@ed.gov](mailto:Loretta.McDaniel@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Safe and Drug-Free Schools*

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### **Emergency Response And Crisis Management**

#### **Purpose of the Program**

The Emergency Response and Crisis Management grant program provides grants to local educational agencies (LEAs) to improve and strengthen school emergency response and crisis management plans including training school personnel, students and parents in emergency response procedures and coordinating with local law enforcement, public safety, health and mental health agencies

#### **Program Authorization**

The authority for this program is found in 20 U.S.C. 7131.

#### **Available Funding**

This was a new program for FY 2003 and approximately \$38 million was awarded to 134 grantees. A list of successful applicants can be found at [www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan), under the "Crisis Planning Resources" subhead in the middle of the page. For additional information: [www.ed.gov/emergencyplan](http://www.ed.gov/emergencyplan).

#### **Other Essentials**

Eligible applicants are LEAs with a significant need for emergency preparedness improvements and a lack of fiscal capacity to implement these improvements. To be considered for a grant award, applications must include an agreement that details the participation of the LEA and the following five community-based partners from the local area: law enforcement, public safety, health, mental health, and the head of local government (e.g., mayor, city manager, or county executive). The agreement must: detail the roles and responsibilities each of the required partners will have in improving and strengthening the plan, reflect each partner's agreement to receive a final copy of the plan, and include an authorized signature representing the LEA and each community-based partner.

Open Competition Date: TBD

Estimated Award Date: September 30, 2004

#### **Contact Information**

Jen Medearis, (202) 260-5571; email [Jennifer.Medearis@ed.gov](mailto:Jennifer.Medearis@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Safe and Drug-Free Schools*

### **Prevention of High-Risk Drinking or Violent Behavior Among College Students**

#### **Program Description**

The Secretary identified a national need to address high-risk drinking and violent behavior among college students. This grant competition provides funds to institutions of higher education, consortia thereof, public and private nonprofit organizations, including faith-based organizations, and individuals to develop or enhance, implement, and evaluate campus- and/or community-based prevention strategies to reduce high-risk drinking or violent behavior.

#### **Purpose of the Program**

The Secretary gave an absolute preference to applications that met either of the following priorities:

- *Absolute Priority #1:* Develop or Enhance, Implement, and Evaluate Campus- and/or Community-Based Strategies to Prevent High-Risk Drinking Among College Students;
- *Absolute Priority #2:* Develop or Enhance, Implement, and Evaluate Campus- and/or Community-Based Strategies to Prevent Violent Behavior Among College Students.

Each applicant is required to:

1. Identify a student population to be served by the grant and provide a justification for its selection;
2. Provide evidence that a needs assessment had been conducted on campus to document prevalence rates related to high-risk drinking or violent behavior among the population selected;
3. Set measurable goals and objectives for the proposed project and provide a description of how progress toward achieving goals will be measured annually;
4. Design and implement strategies, using student input and participation, that research has shown to be effective in preventing high-risk drinking or violent behavior among the target population;
5. Use a qualified evaluator to design and implement an evaluation of the project using outcomes-based (summative) performance indicators related to behavioral change and process (formative) measures that assess and document the strategies used;
6. Demonstrate the ability to start the project within 60 days after receiving Federal funding in order to maximize the time available to show impact within the grant period.

#### **Program Authorization**

Under 34 CFR 75.105(c)(3) and the No Child Left Behind Act of 2001

#### **Available Funding**

Projects are funded for one year with an option for one additional year, contingent upon substantial progress. The range of awards is \$118,226 to \$195,481.

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: September 30, 2004

#### **Contact Information**

Richard Lucey, (202) 205-5471; email [Richard.Lucey@ed.gov](mailto:Richard.Lucey@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Elementary and Secondary Education*

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### **Improving Literacy Through School Libraries**

#### **Program Description**

The Improving Literacy Through School Libraries (LSL) program is designed to improve the reading achievement of students by providing them with access to up-to-date school library materials; technologically advanced school library media centers; and professionally certified school library media specialists.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- Purchase up-to-date school library media resources.
- Acquire and use advanced technology that is integrated into the curricula.
- Facilitate Internet links and other resource-sharing networks.
- Provide professional development for school library media specialists in accordance with 1222 (d)(2).
- Provide students with access to school libraries during non-school hours, weekends, and summer vacations.

#### **Program Authorization**

This discretionary grant program was authorized as part of the No Child Left Behind Act.

#### **Available Funding**

LSL provides competitive one-year grants to local educational agencies, i.e. school districts and some charter schools, in which 20 percent of the students are from families with incomes below the poverty line. In 2003, Seventy-three school districts shared more than \$12 million in grant funds to improve student reading achievement by enhancing school libraries

#### **Other Essentials**

Open Competition Date: Winter 2004

Estimated Award Date: Summer 2004

#### **Contact Information**

Margaret McNeely, (202) 260-1335; Email, [margaret.mcneely@ed.gov](mailto:margaret.mcneely@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Innovation and Improvement*

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### **Magnet Schools Assistance Program**

#### **Program Description**

The Magnet Schools Assistance program provides grants to eligible local educational agencies to establish and operate magnet schools that are operated under a court-ordered or federally approved voluntary desegregation plan. The statute defines a magnet school as a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.

#### **Purpose of the Program**

Projects funded under this program assists school districts in achieving all of the following:

1. Eliminating, reducing and preventing minority group isolation in elementary and secondary schools with substantial proportions of minority group students.
2. Developing and implementing magnet schools that assist in the achievement of systemic reforms and providing all students with the opportunity to meet challenging State academic content and student academic achievement standards.
3. Developing and designing innovative educational methods and practices that promote diversity and increase choices in public schools.
4. Implementing courses of instruction in magnet schools that strengthen students' knowledge of academic subjects and their grasp of tangible and marketable vocational skills.
5. Improving the capacity of school districts to continue the operation of magnet schools at a high performance level after Federal funding through activities such as professional development.
6. Ensuring that all students enrolled in magnet school programs have equitable access to quality education that will enable them to succeed academically & continue with postsecondary education or productive employment.

#### **Program Authorization**

The Magnet Schools Assistance Program is authorized by Title V, Part C of No Child Left Behind Act.

#### **Available Funding**

FY 2003 appropriation of \$109.285 million primarily supports the final year of 60 three-year awards that began in FY 2001; based on the Administration request of \$110 million for FY 2004 most funds would be used to support approximately 50 anticipated new awards.

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

#### **Contact Information**

Steven Brockhouse, (202) 260-2476; email [Steve.Brockhouse@ed.gov](mailto:Steve.Brockhouse@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Safe and Drug-Free Schools*

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### **Partnerships In Character Education Program**

#### **Purpose of the Program**

The purpose of the Partnerships in Character Education Program is to provide assistance for the development of stronger character and citizenship among our nation's students. Grants are awarded to eligible organizations to design and implement character education programs in areas such as citizenship, justice, respect and responsibility for grades K-12.

#### **Program Authorization**

The grant is from the Fund for the Improvement of Education, which supports nationally significant programs and projects to improve the quality of education, and to help all students meet challenging standards.

#### **Available Funding**

Grant recipients must demonstrate how they have integrated character education into classroom instruction and teacher training, and how parents, students and the community have been involved in the process. Since 1995, a total of 93 state and local education agencies have received character education grants.

#### **Other Essentials**

- Character education is a key feature of No Child Left Behind and, under the Act's strong accountability provisions, states must describe how they will close the achievement gap and make sure all students, including those who are disadvantaged, achieve academic proficiency.
- Open Competition Date: TBD
- Estimated Award Date: September 30, 2004

#### **Contact Information**

Linda McKay, (202) 260-2517; email [Linda.McKay@ed.gov](mailto:Linda.McKay@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Elementary and Secondary Education*

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### **Reading First Grant Program**

#### **Program Description**

The *No Child Left Behind Act* signed into law by President George W. Bush on January 8, 2002, established Reading First as a new, high-quality evidence-based program for the students of America.

The Reading First initiative builds on the findings of years of scientific research, which, at the request of Congress, were compiled by the National Reading Panel. Ensuring that more children receive effective reading instruction in the early grades is of critical importance to the President and the nation.

#### **Purpose of the Program**

Reading First is a focused nationwide effort to enable all students to become successful early readers. Funds are dedicated to help states and local school districts eliminate the reading deficit by establishing high-quality, comprehensive reading instruction in kindergarten through grade 3. Building on a solid foundation of research, the program is designed to select, implement, and provide professional development for teachers using scientifically based reading programs, and to ensure accountability through ongoing, valid and reliable screening, diagnostic, and classroom-based assessment.

#### **Program Authorization**

Title I, Part B, Subpart 1 of No Child Left Behind Act

#### **Available Funding**

FY 2003 appropriation: \$993.5 million

FY 2004: estimate \$1.05 billion

#### **Other Essentials**

Grants are for 6-year project period.

#### **Contact Information**

Web Page: <http://www.ed.gov/programs/readingfirst/index.html>

General information number (202) 401-4877 email Reading.First@ed.gov



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Safe and Drug-Free Schools*

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### **Safe Schools/ Healthy Students Initiative**

#### **Program Description**

Since 1999 the U.S. Departments of Education, Health and Human Services, and Justice have collaborated on the Safe Schools/Healthy Students (SS/HS) Initiative. The SS/HS Initiative is a discretionary grant program that provides students, schools, and communities the benefit of enhanced comprehensive services. Local educational, mental health, social service, law enforcement (and sometimes juvenile justice) agency partnerships are supported by SS/HS grant funds to develop, implement, and integrate a comprehensive system of services that focuses on promoting healthy childhood development and preventing violence and alcohol and other drug abuse.

#### **Purpose of the Program**

Safe Schools/Healthy Students comprehensive plans include a variety of prevention and intervention services and activities that target the development of social skills and emotional resilience necessary for young people to avoid drug use and violent behavior. Applicants are required to address planned activities in six areas:

1. Safe school environment
2. Alcohol and other drug and violence prevention and early intervention programs
3. School and community mental health preventive and treatment intervention services
4. Early childhood psychosocial and emotional development programs
5. Educational reform
6. Safe school policies

#### **Program Authorization**

The Initiative is authorized under Title IV, Part A, Subpart 2, Section 4121 of the Safe and Drug-Free Schools and Communities Act (SDFSCA) authorized by the Improving America's Schools Act of 1994.

#### **Available Funding**

Awardees are eligible for three consecutive years of funding that range from up to \$3 million per year for urban school districts, up to \$2 million per year for suburban school districts, and up to \$1 million per year for rural/tribal districts. In FY 2002, 46 SS/HS awards were made and most recently in FY 2003, 23 awards were made. The Safe Schools/ Healthy Students Initiative is now in 166 communities across the U.S. SS/HS projects that a fiscal year 2004 application package will be released in March 2004, with new awards being made in August, 2004. The estimated amount at this time is \$38 million for new awards and approximately \$161,075,579 in continuation awards (based on funding in FY 2001, 2002, and 2003).

#### **Contact Information**

Office of Safe and Drug-Free Schools website: [www.ed.gov/about/offices/list/OSDFS/index.html](http://www.ed.gov/about/offices/list/OSDFS/index.html). Program contact: Jane Hodgdon, [Jane.Hodgdon@ed.gov](mailto:Jane.Hodgdon@ed.gov).



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Innovation and Improvement*

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### **State Charter School Per-Pupil Facilities Aid Program**

#### **Program Description**

Under the State Charter School Per-Pupil Facilities Aid Program, the Department can award competitive grants of up to 5-years to States. States can use these funds to establish or enhance and administer per-pupil facilities aid programs for charter schools.

The term “per-pupil facilities aid program” refers to a program in which a State makes payments, on a per-pupil basis, to charter schools to provide the schools with financing that must include, or be dedicated solely for, the funding of facilities. For a State to be eligible to receive a grant the State’s program must be specified in State law and provide annual funding on a per-pupil basis for charter school facilities.

The Federal share of funds decreases each year (from 90 percent in the first year to 20 percent in year 5) and phases out entirely after 5 years. The State may reserve up to 5 percent of its grant to carry out evaluations, to provide technical assistance, and to disseminate information.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- Federal funds to States in order to establish or enhance and administer per-pupil facilities aid programs.
- Encouragement for States to develop and expand per-pupil facilities aid programs.
- To share in the costs associated with charter schools facilities funding.

#### **Program Authorization**

The State Charter School Per-Pupil Facilities Aid Program is authorized by Title V-B, Subpart 1 (Section 5205(b)) of the Elementary and Secondary Education Act as amended by the No Child Left Behind Act.

#### **Available Funding**

FY 2004 appropriation: \$20 million requested; 5 new awards anticipated. (Funding for this program is made available when the total appropriation for the Public Charter Schools program exceeds \$200,000,000. When the program receives more than \$200,000,000 but less than \$300,000,000, all funds over \$200,000,000 support the per-pupil facilities financing program. Of funds appropriated in excess of \$300 million, 50 percent must be used for the PPFA program and 50 percent for other authorized activities.)

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

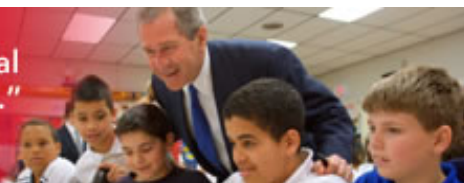
#### **Contact Information**

Jim Houser, (202) 401-0307; email [Jim.Houser@ed.gov](mailto:Jim.Houser@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Elementary and Secondary Education*

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### **Teacher Assistance Corps**

#### **Purpose**

The purpose of the “Teacher Assistance Corps Initiative” is to support State implementation of the highly qualified teacher provisions established under NCLB and to show the Department of Education’s commitment to investing in the teaching profession. The TAC teams will establish the Department of Education as a supportive partner in the implementation of the law.

The teacher quality provisions of NCLB are important for the success of students achieving to high standards and of schools making adequate yearly progress (AYP). Because teacher quality is so critical to student achievement, the Department is offering assistance to States through the Teacher Assistance Corps. More importantly, the Department will learn what States are already doing to meet the highly qualified provisions and share these solutions with other States.

Teachers, principals, superintendents, leaders from higher education, State officials, and national experts from around the country will participate on the teams. Their expertise and experience at all levels of education are vital to understanding local, State and national education issues.

The Teacher Assistance Corps will visit State Departments of Education and in some cases, districts. These one-day visits are “conversations without consequences” and give the Department a chance to see first hand what States and districts are doing in the area of teacher quality.

The intended outcome of the meeting includes the following:

- ✓ a solid partnership between each State and the Department
- ✓ a clear understanding of the law by the States
- ✓ an understanding of the status of the States in meeting the highly qualified teacher goals
- ✓ collection of innovative ideas States are using to meet the highly qualified teacher goals



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Innovation and Improvement*

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### **Teaching American History Grant Program**

#### **Program Description**

The Teaching American History (TAH) Program supports projects designed to raise student achievement in traditional American history by improving teachers' knowledge, understanding, and appreciation for American history (not social studies) through intensive, ongoing professional development. LEAs administer grants in partnership with entities that have content expertise in history. Such entities include: Institutions of higher education (IHEs), non-profit history or humanities organizations, libraries, and museums.

#### **Purpose of the Program**

Projects funded under this program may be used to support programs designed to provide one or more of the following:

- Assist students to appreciate the great ideas, issues, and events of American history, which may make them more likely to understand and exercise their civic rights and responsibilities.
- The teaching of American History as a separate academic subject and not as a component of social studies.
- Assist teachers in gaining strong content knowledge necessary to teach students effectively about the significant issues, episodes, individuals, and turning points in the history of the United States.

#### **Program Authorization**

The Teaching American History Grant Program is authorized by Title II-C, Subpart 4 of No Child Left Behind Act.

#### **Available Funding**

FY 2003 appropriation: \$99.35 million; 114 new awards provided through this appropriation

FY 2004: President requested \$100 million

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: September 30, 2004

#### **Contact Information**

Christine Miller, (202) 260-8766; email [Christine.Miller@ed.gov](mailto:Christine.Miller@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Innovation and Improvement*

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### **Transition To Teaching**

#### **Program Description**

The Transition to Teaching Program supports the recruitment and retention of highly qualified mid-career professionals, school paraprofessionals, and recent college graduates who have not majored in education as teachers in high-need schools in high-need districts through the use of existing, or development and enhancement of new, alternative routes to certification.

Eligible applicants include:

- State education agency (SEA);
- High-need local education agency (LEA);
- For-profit or nonprofit organization with a proven record of effectively recruiting and retaining highly qualified teachers, in partnership with a high-need LEA or an SEA;
- Institution of higher education (IHE), in partnership with a high-need LEA or SEA;
- Regional consortium of SEAs or consortium of high-need LEAs.

#### **Purpose of the Program**

The Transition to Teaching program encourages the development and expansion of alternative routes to full State teacher certification, as well as the recruitment and retention of mid-career professionals, recent college graduates who have not majored in education, and qualified paraprofessionals as teachers in high-need schools operated by high-need local educational agencies (LEAs), including charter schools that operate as high-need LEAs. Grantees must develop and implement comprehensive approaches to train, place, and support teacher candidates whom they have recruited into the program, ensuring that the program meets relevant State certification or licensing requirements.

#### **Program Authorization:**

ESEA Title II, Part C, Subpart 2, Chapter B

#### **Available Funding:**

In 2003, more than \$41 million in funding was available for this innovative program. 2004 funding is dependent on appropriation numbers that are not yet available.

#### **Other Essentials**

Grants are for a 5-year project period and grantees are expected to ensure that program participants are placed in high-need schools in high-need LEAs and serve for at least three years.

#### **Contact Information**

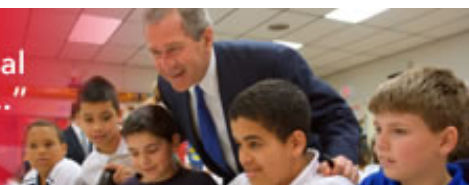
Web Page: [www.ed.gov/programs/transitionteach](http://www.ed.gov/programs/transitionteach)

Thelma Leenhouts, (202) 260-0223; e-mail: [Thelma.Leenhouts@ed.gov](mailto:Thelma.Leenhouts@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

*A Cooperative Department of Education, Department of Defense Program*

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## **Troops to Teachers - “Proud to Serve Again”**

### **Program Description**

Troops to Teachers is a national teacher recruitment program designed to help military veterans begin new careers as teachers in public schools. Troops to Teachers emphasizes on recruiting individuals to teach critical needs subjects (math, science, and special education) and seek employment in schools serving a high percentage of disadvantaged students.

### **Available Funding**

Troops to Teachers provides financial assistance in the form of a stipend (up to \$5,000) to help pay for programs leading to teacher certification, or a \$10,000 bonus to teach in schools where at least 50% of the students come from low-income families. Appropriated funds are used to establish and maintain a network of State Troops to Teachers Offices to provide counseling and placement and referral services. Thirty-three offices have been established, primarily with State Departments of Education. The Defense Activity for Non-Traditional Education Support (DANTES), headquartered in Pensacola, FL, is the Department of Defense agency responsibility to manage the Troops to Teachers Program. Troops to Teachers is authorized through Fiscal Year 2006.

### **Program Authorization**

Since Troops to Teachers was authorized by the No Child Left Behind Act, over 1,780 military veterans have received financial assistance to help them transition to teaching as a second career. Troops to Teachers Participants are filling some of the most critical shortages in public school faculties. Following data provides a profile of Troops to Teachers Participants:

- **Gender:** 81% Male, 19% Female
- **Rank:** 67% Non-commissioned Officers (NCO), 33% Officers/Warrant Officers
- **Source:** 75% Retired from Active Duty: 25% Retired from or Members of Guard or Reserves
- **Race:** 58% White: 27% Black: 15% Other Racial/Ethnic Groups
- **Subjects:** 44% Math, Science, or Special Education
- **Level:** 42% Secondary: 26% Middle/Junior High School: 32% Elementary
- **Areas:** 70% Teaching in schools serving 50%+ students from low-income families
- **Avg. Age:** 45

### **Contact Information**

More information may be found about Troops to Teacher at the web site is located at:  
[www.proudtoserveagain.com](http://www.proudtoserveagain.com)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Vocational Rehabilitation Services Projects for American Indians with Disabilities Grant**

#### **Program Description**

Under this program the Department can award discretionary and competitive grants to only the governing body of an Indian tribe or consortia of such governing bodies. These grants have gone to American Indians with disabilities living on or near a reservation.

#### **Purpose of the Program**

The purpose of this program is to provide assistance to tribes to develop and provide vocational rehabilitation services, comparable to those provided by the state vocational rehabilitation agencies, to American Indians with disabilities living on or near a reservation. The program's goal is to enable these individuals to enter the workforce and regain or maintain employment. Vocational rehabilitation services are provided under an individualized plan for employment and may include native healing services.

The program supports the provision of vocational rehabilitation services to American Indians with disabilities living on or near a reservation.

#### **Program Authorization**

The Vocational Rehabilitation Services Projects for American Indians with Disabilities Grant is authorized under the Rehabilitation Act of 1973, *as amended*, Title I, Part C, Sec. 121, 29 U.S.C. 741.

#### **Available Funding**

FY 2004 appropriation: Pending.

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

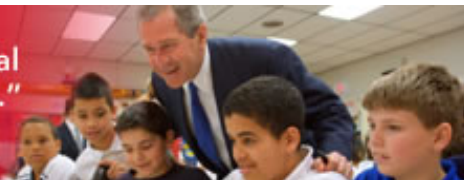
#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

### **Rehabilitation Research and Training Centers (RRTC) (CFDA 84.133B)**

#### **Program Description**

NIDRR's Rehabilitation Research and Training Centers (RRTCs) conduct coordinated and integrated advanced programs of research targeted toward the production of new knowledge, which may improve rehabilitation methodology and service delivery systems, alleviate or stabilize disabling conditions, or promote maximum social and economic independence for persons with disabilities. Operated in collaboration with institutions of higher education or providers of rehabilitation or other appropriate services, RRTCs serve as centers of national excellence in rehabilitation research. Also, they are national or regional resources for research information. These centers conduct graduate, pre-service and in-service training. The centers also disseminate and promote the utilization of research findings.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- To provide long-term coordinated approaches to research and training in priority areas.
- To serve as centers of national excellence and national or regional resources for providers and individuals with disabilities and their representatives.

#### **Program Authorization**

CFDA 84.133B was authorized by The Rehabilitation Act of 1973, *as amended*, Title II, 29 U.S.C. 764 (b)(2); 34 CFR 350.

#### **Available Funding**

Competitive 5 years grants are available to Institutions of Higher Education, Nonprofit Organizations, Other Organizations and/or Agencies, as well as States; public or private agencies--including for-profit agencies--Indian tribes and tribal organizations. An RRTC must be operated by or in collaboration with an institution of higher education or a nonprofit organization. There is an expected 12 new grants for FY 2004. The anticipated average award is \$650,000 with an anticipated appropriation of \$7,850,000.

#### **Other Essentials**

Open Competition Date: Early Summer 2004

Estimated Award Date: TBD

#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

### **Rehabilitation Engineering Research Centers (RERC) (CFDA 84.133E)**

#### **Program Description**

Rehabilitation Engineering Research Centers (RERCs) conduct programs of advanced research of an engineering or technical nature designed to apply advanced technology, scientific achievement and psychological and social knowledge to solve rehabilitation problems and remove environmental barriers. Each center is affiliated with one or more institutions of higher education or nonprofit organizations. Involved at both the individual and systems levels, RERCs seek to find and evaluate the newest technologies, products, and methods that ultimately can benefit the independence of persons with disabilities and the universal design of environments for people of all ages.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more the following:

- To lead to the development of methods, procedures and devices that will benefit individuals with disabilities, especially those with the most severe disabilities.
- Involve technology for the purposes of enhancing opportunities for meeting the needs of and addressing the barriers confronted by individuals with disabilities in all aspects of their lives.

#### **Program Authorization**

This grant program was authorized by the Rehabilitation Act of 1973, *as amended*, Title II, 29 U.S.C. 764 (b)(3); 34 CFR 350.

#### **Available Funding**

Competitive five-year grants are provided to Institutions of Higher Education, Nonprofit Organizations, Other Organizations and/or Agencies, as well as States; public or private agencies--including for-profit agencies--Indian tribes and tribal organizations. An RERC must be operated by or in collaboration with an institution of higher education or a nonprofit organization. There are 3 new grants expected for FY 2004 with an anticipated average award of \$950,000. The anticipated appropriation is \$2,850,000.

#### **Other Essentials**

Open Competition Date: Early Summer 2004

Estimated Award Date: TBD

#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Research Fellowships (CFDA 84.133F)**

#### **Program Description**

The purpose of the Research Fellowships Program is to build research capacity by providing support to highly qualified individuals, including those who are individuals with disabilities, to conduct research about the rehabilitation of individuals with disabilities.

#### **Purpose of the Program**

Projects funded under this program may provide for the following:

- To help the nation build future research capacity.

#### **Program Authorization**

This grant program was authorized by section 204 of the Rehabilitation Act of 1973, as amended.

#### **Available Funding**

Competitive one-year grants are provided Graduate students and experienced researchers. There are 10 new grants expected for FY 2004 with an anticipated average award of \$45,000 (Merit) and \$55,000 (Distinguished). The anticipated appropriation is \$500,000.

#### **Other Essentials**

Open Competition Date: December 15, 2003

Estimated Award Date: TBD

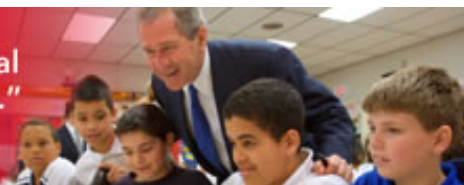
#### **Contact Information**

Ellen Blasiotti, (202) 205-9800; Email, [Ellen.Biasiotti@ed.gov](mailto:Ellen.Biasiotti@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Field Initiated (FI) Program (CFDA 84.133G)**

#### **Program Description**

The Field-Initiated Projects (FIPs) are designed to encourage eligible applicants to originate valuable ideas for research and demonstrations development or knowledge dissemination activities in areas, which represent their own interests yet are directly related to the rehabilitation of people with disabilities.

#### **Purpose of the Program**

Projects funded under this program may provide for one or both of the following purposes:

- Develop methods, procedures, and rehabilitation technology, that maximize the full inclusion and integration into society, employment, independent living, family support, and economic and social self-sufficiency of individuals with disabilities, especially individuals with the most severe disabilities.
- Improve the effectiveness of services authorized under the Rehab Act.

#### **Program Authorization**

This grant program was authorized as part of the Rehabilitation Act of 1973, *as amended*, Title II, 29 U.S.C. 764; 34 CFR 350.

#### **Available Funding**

The FI program provides Institutions of Higher Education, Nonprofit Organizations, Other Organizations and/or Agencies, as well as States; public or private agencies--including for-profit agencies--Indian tribes and tribal organizations competitive three-year grants with an anticipated average award of \$148,000. The anticipated appropriation is \$4,500,000.

#### **Other Essentials**

Open Competition Date: December 9, 2003

Estimated Award Date: TBD

#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

### **Advanced Rehabilitation Research Training (ARRT) Program (CFDA 84.133P)**

#### **Program Description**

This program supports grants to provide advanced research training and experience at an advanced level to individuals with doctorates or similar advanced degrees who have clinical or other relevant experience. ARRT projects train rehabilitation researchers, including individuals with disabilities, with particular attention to research areas that support the implementation and objectives of the Rehabilitation Act and that improve the effectiveness of services authorized under the Rehab Act.

#### **Purpose of the Program**

Projects funded under this program may provide for all of the following purposes:

- Recruit & select candidates for advanced research training.
- Provide a training program that includes didactic and classroom instruction, is multidisciplinary, and emphasizes scientific methodology, and may involve collaboration among institutions.
- Provide research experience, laboratory experience or its equivalent in a community-based research setting, and a practicum that involves each individual in clinical research & in practical activities with organizations representing individuals with disabilities.
- Provide academic mentorship or guidance, and opportunities for scientific collaboration with qualified researchers at the host university and other appropriate institutions.
- Provide opportunities for participation in the development of professional presentations & publications, and for attendance at professional conferences & meetings as appropriate for the individual's field of study & level of experience.

#### **Program Authorization**

This grant program was authorized as part of the Rehabilitation Act of 1973, *as amended*, Title II, 29 U.S.C. 764(k); 34 CFR 350.

#### **Available Funding**

The AART program provides Institutions of Higher Education competitive five-year grants with an anticipated average award of \$150,000. The anticipated appropriation is \$750,000. For FY 2004, there are 3-5 expected new grants.

#### **Other Essentials**

Open Competition Date: November 24, 2003

Estimated Award Date: TBD

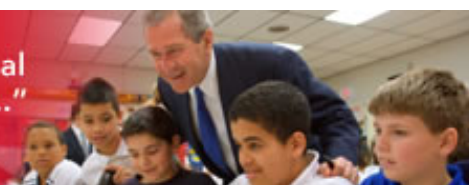
#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

### *Rehabilitation Services Administration*

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#### **Rehabilitation Long-Term Training: Comprehensive System of Personnel Development**

##### **Program Description**

Under the program the Department can award competitive grants to States and public or nonprofit agencies and organizations, including Indian tribes and institutions of higher education.

##### **Purpose of the Program**

The grant provides funding to provide financial assistance for projects that provide basic or advanced training leading to an academic degree, provide a specified series of courses or program of study leading to award of a certificate, or provide support for medical residents enrolled in residency training programs in the specialty of physical medicine and rehabilitation. The Rehabilitation Long-Term Training program is designed to provide academic training in identified areas of personnel shortages.

For FY 2004 the competition for new awards focuses on projects designed to provide training leading to academic degrees or academic certificates to current vocational rehabilitation counselors, including counselors with disabilities, ethnic minorities, and those from diverse backgrounds, toward meeting designated State unit (DSU) personnel standards required under section 101(a)(7) of the Rehabilitation Act of 1973, as amended, commonly referred to as the Comprehensive System of Personnel Development (CSPD); (2) Address the academic degree and academic certificate needs specified in the CSPD plans of those States with which the project will be working; and (3) Develop innovative approaches (e.g., distance learning, competency-based programs, and other methods) that would maximize participation in, and the effectiveness of, project training. Multi-State projects and projects that involve consortia of institutions and agencies are also authorized, although other projects will be considered.

##### **Program Authorization**

Section 301 and 302 of the Rehabilitation Act; 29 U.S.C. 771 and 771(a)

##### **Available Funding**

FY 2004 appropriation: \$42,629,000 requested, of which \$1,600,000 would be utilized for this competition; 8 new awards anticipated.

##### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

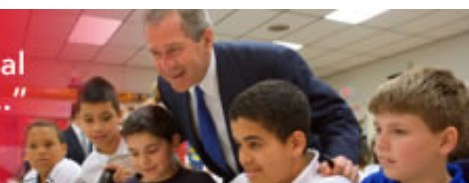
##### **Contact Information**

Christine Marschall, (202) 205-2779; email Christine.Marschall@ed.gov



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Demonstration and Training Grant Programs**

#### **Program Description**

Under this program the Department can award discretionary and competitive grants, contracts, as well as cooperative agreements, to nonprofit organizations and other organizations and/or agencies. Specifically, states and public and private nonprofit agencies may apply.

#### **Purpose of the Program**

This program provides competitive grants to eligible entities to expand and improve the provision of rehabilitation and other services authorized under the Rehabilitation Act of 1973, *as amended*. Funding is also provided to further the purposes and policies of the Rehabilitation Act. More specifically, the program supports activities that increase the provision, extent, availability, scope, and quality of rehabilitation services under the Act. Sec. 303 of the Act authorizes support of activities serving individuals with disabilities in an array of project types. These diverse projects may include the effective practices that demonstrate methods of service delivery to individuals with disabilities, as well as activities such as technical assistance, systems change, model demonstration, special studies and evaluation, and dissemination and utilization of findings from successful, previously-funded projects. The expansion and improvement of rehabilitation and other services will lead to more employment outcomes for individuals with disabilities.

#### **Program Authorization**

The Demonstration and Training Grant Program is authorized under the Rehabilitation Act of 1973, *as amended*, Sec. 303(b), 29 U.S.C. 773b.

#### **Available Funding**

FY 2004 appropriation: Pending.

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

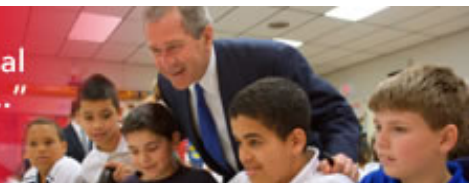
#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

### *Rehabilitation Services Administration*

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#### **Rehabilitation Long-Term Training**

##### **Program Description**

Under the program the Department can award competitive grants to States and public or nonprofit agencies and organizations, including Indian tribes and institutions of higher education.

##### **Purpose of the Program**

The grant provides funding to provide financial assistance for projects that provide basic or advanced training leading to an academic degree, provide a specified series of courses or program of study leading to award of a certificate, or provide support for medical residents enrolled in residency training programs in the specialty of physical medicine and rehabilitation. The Rehabilitation Long-Term Training program is designed to provide academic training in identified areas of personnel shortages. This priority focuses on training personnel in the areas of Rehabilitation Administration, Rehabilitation Technology, Vocational Evaluation and Work Adjustment, Rehabilitation of Individuals Who Are Deaf or Hard of Hearing, and Job Development and Job Placement Services.

##### **Program Authorization**

Section 301 and 302 of the Rehabilitation Act; 29 U.S.C. 771 and 771(a)

##### **Available Funding**

FY 2004 appropriation: \$42,629,000 requested; new awards anticipated.

##### **Other Essentials**

Open Competition Date: August 21, 2003

Estimated Award Date: October 27, 2003

##### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Migrant and Seasonal Farmworkers Grant Program**

#### **Program Description**

Under the program the Department can award discretionary and competitive grants, as well as cooperative agreements, to local education agencies, nonprofit organizations, other organizations and/or agencies, and state education agencies. These grants have gone to individuals with disabilities who are migrant or seasonal farmworkers and to members of their families, whether or not family members have disabilities.

#### **Purpose of the Program**

The program is administered in coordination with other programs to serve migrant agricultural workers and seasonal farm workers, including programs under Title I of the Elementary and Secondary Act of 1965, (20 U.S.C. 6301 et seq.), Sec. 330 of the Public Health Service Act (42 U.S.C. 254b), the Migrant and Seasonal Agricultural Worker Protection Act (29 U.S.C. 1801 et seq.), and the Workforce Investment Partnership Act of 1998. The program provides grants for vocational rehabilitation services, which include vocational evaluation, counseling, mental and physical restoration, vocational training, work adjustment, job placement and post-employment services.

Supported projects or demonstrations provide vocational rehabilitation services to individuals with disabilities who are migrant or seasonal farmworkers and to members of their families, whether or not family members have disabilities. This support includes the maintenance and transportation necessary for the rehabilitation of such individuals. Maintenance payments must be consistent with any maintenance payments provided to other individuals with disabilities in the state.

#### **Program Authorization**

The Migrant and Seasonal Farmworkers Grant Program is authorized by Rehabilitation Act of 1973, Sec. 304, *as amended*, 29 U.S.C. 774.

#### **Available Funding**

FY 2004 appropriation: TBA

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

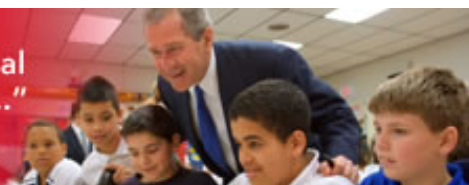
#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of English Language Acquisition*

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### **National Professional Development Program**

#### **Program Description**

The National Professional Development Program supports grants to institutions of higher education that are in collaboration with local school districts to provide professional development activities that will improve classroom instruction for limited English proficient children and assist educational personnel working with limited English proficient children to meet high professional standards, including standards for certification and licensure.

#### **Eligible Activities**

- Upgrade the qualifications and skills of educational personnel who are not certified or licensed, especially paraprofessionals.
- Develop curricula appropriate to the needs of participating school districts
- Support costs for tuition, fees, and books needed to complete coursework

#### **Program Authorization**

The National Professional Development Program is authorized by Title III, Part A, Subpart 3, Section 3131.

#### **Available funding**

FY 2003 appropriation: \$38 million for 130 continuation awards.

FY 2004 appropriation pending Congressional action

#### **Other essentials**

Open competition date: TBD

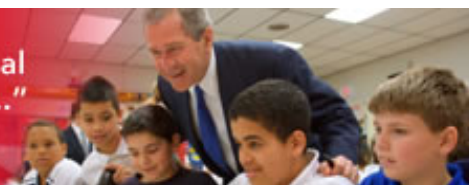
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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Disability and Rehabilitation Research and Related Projects/Knowledge Dissemination and Utilization (CFDA 84.133A)**

#### **Program Description**

Projects may support research relating to the development of methods, procedures, and devices to assist in the provision of rehabilitation services, particularly to persons with severe disabilities. In addition, NIDRR supports projects to disseminate and promote the use of disability and rehabilitation information including data analyses of the demographics of individuals with disabilities. For more information on NIDRR programs go to <http://www.ed.gov/about/offices/list/osers/nidrr/index.html>

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- To plan and conduct research
- Demonstrate projects
- Training
- Related activities to improve the lives of individuals with disabilities
- Fulfilling NIDRR's overarching goals of inclusion, integration, employment, and self-sufficiency for people with disabilities.

#### **Program Authorization**

The Disability and Rehabilitation Research and Related Projects/Knowledge Dissemination and Utilization (CFDA 84.133A) was authorized by The Rehabilitation Act of 1973, *as amended*, Title II, 29 U.S.C. 764; 34 CFR 350.

#### **Available Funding**

Projects may support research relating to the development of methods, procedures, and devices to assist in the provision of rehabilitation services, particularly to persons with severe disabilities. In addition, NIDRR supports projects to disseminate and promote the use of disability and rehabilitation information including data analyses of the demographics of individuals with disabilities. There are 8 expected new grants with projects to be funded for 5 years. The anticipated average award is \$600,000 with an anticipated appropriation of \$3.825 million.

#### **Other Essentials**

Open Competition Date: Early Summer 2004

Estimated Award Date: TBD

#### **Contact Information**

Donna Nangle, (202) 205-5880; Email, [donna.nangle@ed.gov](mailto:donna.nangle@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Parent Information and Training Programs Grant**

#### **Program Description**

Under this program the Department can award discretionary and competitive grants, as well as cooperative agreements, to private nonprofit organizations that are either governed by a board of directors or have a special governing committee that meet the requirement in Sec. 303(c)(4)(B) of the Rehabilitation Act of 1973.

#### **Purpose of the Program**

The program provides training and information to enable individuals with disabilities, and their parents, family members, guardians, advocates, or other authorized representatives, to participate more effectively in meeting their vocational, independent living, and rehabilitation needs.

These projects are designed to meet the unique information and training needs of individuals with disabilities who live in the area to be served, particularly those who are members of populations who have not been served or have been underserved.

#### **Program Authorization**

The Parent Information and Training Programs Grant is authorized under the Rehabilitation Act of 1973, *as amended*, Sec. 303(c), 29 U.S.C. 773(c).

#### **Available Funding**

FY 2004 appropriation: TBD

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

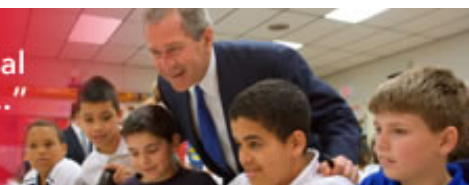
#### **Contact Information**

Thomas E. Finch, (202) 205-8292; email [tom.finch@ed.gov](mailto:tom.finch@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Projects With Industry Grant**

#### **Program Description**

Under this program the Department can award discretionary and competitive grants to Organizations and Agencies, specifically employers and for-profit and nonprofit organizations, industrial or community trade associations, rehabilitation facilities, and other agencies or organizations, are eligible. Tribes, tribal organizations, and state vocational rehabilitation agencies are also eligible to apply.

#### **Purpose of the Program**

The purpose of this program is to create and expand job and career opportunities for individuals with disabilities in the competitive labor market. This is accomplished by involving private industry partners to help identify competitive job and career opportunities and the skills needed to perform these jobs. The program also provides rehabilitation services, job readiness, and job training, as appropriate, and employment and job advancement opportunities.

The program supports projects that demonstrate the capacity to provide job development, job placement, career advancement, and training services for program participants, many of whom are individuals with significant disabilities. Grantees arrange, coordinate, or conduct job readiness training, occupational or job skills training, and training to enhance basic work skills and workplace competencies. Grantees also provide supportive services and assistance for individuals with disabilities in realistic work settings.

#### **Program Authorization**

The Projects With Industry Grant is authorized under the Rehabilitation Act of 1973, *as amended*, Title VI, Part A, Sec. 611 and 612, 29 U.S.C. 795.

#### **Available Funding**

FY 2004 appropriation: 21,927,538

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

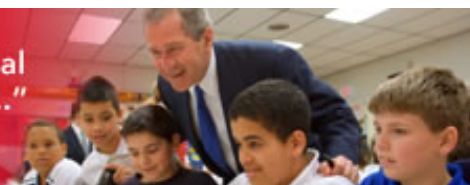
#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Recreational Grant Programs**

#### **Program Description**

Under the program the Department can award discretionary and competitive grants, as well as cooperative agreements, to institutions of higher education, local education agencies, nonprofit organizations other organizations and/or agencies, and state education agencies. Specifically, federally recognized Indian tribal governments, YMCAs, recreation department programs, and state vocational rehabilitation agencies may also apply.

#### **Purpose of the Program**

This program provides individuals with disabilities inclusive recreational activities and experiences that can be expected to aid them in their employment, mobility, socialization, independence, and community integration. Projects must maintain, at a minimum, the same level of services over a three-year project period and assure that the services program awarded will be continued after the federal assistance ends. The federal share of cost under this program is 100 percent for the first year of the grant, 75 percent for the second year, and 50 percent for the third year. Supported projects include arts activities, handicrafts, homemaking, camping, 4-H activities, scouting, and sports. Also supported are the development of vocational skills to improve mobility and social skills to promote independence and integration into the community.

#### **Program Authorization**

The Recreational Grant Program is authorized under the Rehabilitation Act of 1973, Sec. 305, *as amended*, 29 U.S.C. 775.

#### **Available Funding**

FY 2004 appropriation: Pending.

#### **Other Essentials**

Open Competition Date: TBD

Estimated Award Date: TBD

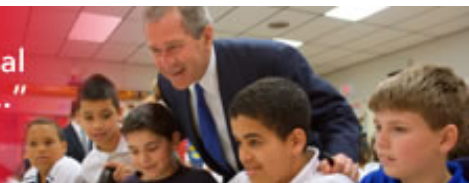
#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Rehabilitation Engineering Research Centers (RERC) (CFDA 84.133E)**

#### **Program Description**

NIDRR's Rehabilitation Research and Training Centers (RRTC's) conduct coordinated and integrated advanced programs of research targeted toward the production of new knowledge, which may improve rehabilitation methodology and service delivery systems, alleviate or stabilize disabling conditions, or promote maximum social and economic independence for persons with disabilities. Operated in collaboration with institutions of higher education or providers of rehabilitation or other appropriate services, RRTC's serve as centers of national excellence in rehabilitation research. Also, they are national or regional resources for research information. These centers conduct graduate, pre-service and in-service training. The centers also disseminate and promote the utilization of research findings.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- To provide long-term coordinated approaches to research and training in priority areas.
- To serve as centers of national excellence and national or regional resources for providers and individuals with disabilities and their representatives.

#### **Program Authorization**

This program was funded by Rehabilitation Act of 1973, *as amended*, Title II, 29 U.S.C. 764 (b)(3); 34 CFR 350.

#### **Available Funding**

Institutions of Higher Education, Nonprofit Organizations, Other Organizations and/or Agencies may apply. States; public or private agencies--including for-profit agencies--Indian tribes and tribal organizations may also apply. An RERC must be operated by or in collaboration with an institution of higher education or a nonprofit organization. There are 3 new expected grants for FY 2004 with a length of 5 years. The anticipated average award is \$950,000, with an anticipated appropriation of \$2,850,000.

#### **Other Essentials**

Open Competition Date: Early Summer 2004

Estimated Award Date: TBD

#### **Contact Information**

Donna Nangle, (202) 205-5880; Email, donna.nangle@ed.gov



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education and Rehabilitative Services*

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### **Small Business Innovation Research (SBIR) Program (CFDA 84.133S)**

#### **Program Description**

SBIR is a highly competitive program that encourages small business to explore their technological potential and provides the incentive to profit from its commercialization. By including qualified small businesses in the nation's R&D arena, high-tech innovation is stimulated and the United States gains entrepreneurial spirit as it meets its specific research and development needs.

#### **Purpose of the Program**

Projects funded under this program may provide for one or more of the following:

- To increase small business participation in federal research and development
- To foster and encourage participation by minority and disadvantaged persons in technological innovation.
- To increase private sector commercialization of technology derived from federal research and development.
- Provide professional development for school library media specialists in accordance with 1222 (d)(2).
- Provide students with access to school libraries during non-school hours, weekends, and summer vacations.

#### **Program Authorization**

This grant program was authorized by the Small Business Reauthorization Act of 2000, P.L. 106-554 (15 U.S.C. 631 and 638). Title II of the Rehabilitation Act of 1973, as amended, P.L. 105-220 (29 U.S.C. 760-764); Title VI, Sec. 605 of the Higher Education Act, *as amended* (20 U.S.C. 1125); The Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332); Education Sciences Reform Act of 2002, Title I-B (20 U.S.C. 9501 et seq.).

#### **Available Funding**

SBIR provides competitive grants with a length of (Phase I) 2 years (Phase 2) to entities who qualify as a small business concern at the time of award. The anticipated average award/funding range for Phase I is \$75,000 and \$500,000 for Phase II.

#### **Other Essentials**

Open Competition Date: Early Summer 2004

Estimated Award Date: TBD

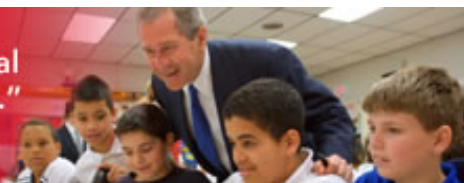
#### **Contact Information**

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# U.S. DEPARTMENT OF EDUCATION

## *Office of Vocational and Adult Education*

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### **Smaller Learning Communities (SLC)**

#### **Purpose of the Program**

The goal of the Smaller Learning Communities program is to increase the academic achievement in large high schools through the creation of smaller, more personalized learning environments. High schools enrolling more than 1,000 students can establish strategies such as, small learning clusters, career academies, teacher-advisory mentoring, and other innovations designed to create more personalized instruction. A large body of evidence suggests that smaller schools may have advantages over large schools, especially when the smaller learning communities (SLCs) are accompanied by separateness, autonomy, and distinctiveness in the sub-school units. Smaller units of students and teachers within a school may make it easier to focus on teaching and learning. Grantees for the SLC program must provide a core of rigorous academic courses tied to standards; must participate in smaller learning environments based on student/parent choice or random assignment. Grantees must also document the utilization of evidence-based practices in their teaching methodology.

#### **Eligible applicants**

The following entities may apply:

- Local educational agencies (LEAs), including schools funded by the Bureau of Indian Affairs, applying on behalf of large public high schools, are eligible to apply for a planning or implementation grant. "Large high schools" are schools that include grades 11 and 12 and enroll at least 1,000 students in grades 9 and above.

#### **Available Funding**

The funding for SLCs:

Fiscal Year 2000 \$45,000,000

Fiscal Year 2001 \$125,000,000

Fiscal Year 2002 \$142,189,000

Fiscal Year 2003 \$160,947,000

#### **Contact information**

The contact email address for this program is Deborah.Williams@ed.gov or Carolyn.Lampila@ed.gov. The website for the Smaller Learning Communities program is: <http://www.ed.gov/programs/slcp/applicant.html>.



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# U.S. DEPARTMENT OF EDUCATION

## *Office of Special Education & Rehabilitative Services*

### *Rehabilitation Services Administration*

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#### **Vocational Rehabilitation and Supported Employment Programs**

##### **Program Description**

Under the programs the Department awards grants to the States based on a statutory funding formulae that take into consideration a State's population. At the Federal level, the Rehabilitation Services Administration (RSA) within the Department of Education's Office of Special Education and Rehabilitative Services is the responsible agency. At the State level, the programs are administered by a State agency. In some States, there are two State agencies - one that serves only individuals with visual impairments and the other serving individuals with all other types of disabilities. Nationally, there are 80 State agencies designated to administer the programs.

##### **Purpose of the Program**

The purpose of the vocational rehabilitation (VR) and supported employment (SE) programs is to empower individuals with disabilities, particularly individuals with significant disabilities, through the provision of employment-related services, to achieve high quality employment outcomes to which they aspire and that are consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

##### **Program Authorization**

The VR program is authorized by Title I of the Rehabilitation Act of 1973, as amended and is supplemented by the SE program authorized by Title VI, Part B of the Act and focuses on those with the most significant disabilities.

##### **Available Funding**

FY 2004 VR appropriation: \$2,630,652,000 for 80 awards with a 21.3% required State match.

FY 2004 SE appropriation: \$38,000,000 for 80 awards with no required State match.

##### **Other Essentials**

To be eligible for services, an individual must have an impairment that results in a substantial impediment to employment; can benefit in terms of an employment outcome from services; and requires services to prepare for, secure, retain, or regain a high quality employment outcome. Individuals are presumed to be able to benefit in terms of an employment outcome from services. Individuals who are allowed Social Security beneficiaries are presumed to be eligible for services. On a yearly basis, the programs serve approximately 1.3 million individuals with about 87% of the individuals classified as persons with significant disabilities. For FY 2004, RSA estimates that approximately 225,000 individuals will achieve employment outcomes through the VR and SE programs. The Act places emphasis on serving individuals with significant disabilities. When a State VR agency cannot provide services to all individuals eligible for services, it must implement an order of selection for the provision of services with first priority afforded individuals with the most significant disabilities.

##### **Contact Information**

Web Page: <http://www.ed.gov/about/offices/list/osers/rsa/index.html>; Jerry Abbott, 202.205.5443; email: [jerry.abbott@ed.gov](mailto:jerry.abbott@ed.gov)



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# U.S. DEPARTMENT OF EDUCATION

## *Institute of Education Sciences*

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### **Education Research Programs**

#### **Purpose of the Program**

The Institute of Education Sciences provides national leadership in expanding fundamental knowledge and understanding of education from early childhood through postsecondary study, in order to provide parents, educators, students, researchers, policymakers, and the general public with reliable information about educational practices that support learning and improve academic achievement and access to educational opportunities for all students. In carrying out its mission, the Institute sponsors sustained research that will contribute to the solution of education problems.

#### **Fiscal Year 2004 Competitions**

Competitions for research grants under four programs of research have been announced for fiscal year 2004. Additional competitions will be announced later. The competitions announced to date include:

**Cognition and Student Learning Research**—The aim of this research program is to improve student learning by developing approaches to instruction that are based on principles of learning and information processing gained from cognitive science and to provide evidence of their usefulness in education settings.

**Mathematics and Science Education Research**—This program is intended to support the development of new interventions and approaches to mathematics and science education that will result in improving mathematics and science achievement, to establish the efficacy of existing interventions and approaches, and to provide evidence on the effectiveness of mathematics and science interventions taken to scale.

**Reading Comprehension and Reading Scale-up Research**—This program is designed to contribute to the improvement of the reading comprehension skills and reading outcomes of struggling readers through the development and evaluation of interventions that address the underlying causes of comprehension difficulties and assessments that can be used in instructional settings to identify sources of comprehension difficulties. It is also intended to provide evidence on the effectiveness of reading interventions taken to scale, whether they focus on comprehension or other reading outcomes.

**Teacher Quality Research**—This program is designed to identify effective strategies for improving the performance of classroom teachers in ways that increase student learning and achievement. The grants are designed to support the development of new professional development programs in teaching reading or writing skills, or mathematics or science, to establish the efficacy of existing programs in those areas, to provide evidence of the effectiveness of programs that are taken to scale, and to validate new or existing assessments of teacher quality at any grade level from pre-K through grade 12 against measures of student achievement.

#### **Requests for Applications and Contact Information**

Requests for applications, which contain detailed instructions and requirements and contact information for each competition, are available at <http://www.ed.gov/programs/edresearch/applicant.html>.

#### **Eligible Applicants**

Entities that have the ability and capacity to conduct scientifically valid research are eligible to apply.

#### **Available Funding**

Funding for fiscal year 2004 is dependent on Congressional appropriation.



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